

**COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM INTERIM RE-VISIT REPORT**

Institution: Alliant International University

Dates of Interim Re-Visit: November 9-11, 2008

Original

COA Accreditation

Decision:

**ACCREDITATION WITH PROBATIONARY
STIPULATIONS**

The team recommends that:

1. One of the seven stipulations from the May 4-7, 2008 accreditation visit be removed, one remains and the other five be amended; one of the Common Standards be amended, Standard 4, Evaluation, as Met with Concerns, and the other three are still Met with Concerns. None of the Multiple Subject and Single Subject Program Standards be removed or amended
2. The accreditation decision remain **ACCREDITATION WITH PROBATIONARY STIPULATIONS.**

Rationale

Based upon the Institutional Quarterly Progress Report, review of supporting evidence and interviews with faculty members, institutional administration, students, graduates, and field supervisors, the team determined that the institution has provided responses to each of the stipulations. In addition, the institution has addressed the four Common Standards less than fully met and four Multiple Subject and Single Subject Program Standards less than fully met, although not all standards are fully met at this time.

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Below are listed the stipulations approved by the COA after the site visit May 4-7, 2008 followed by the 2008 institutional response. Next are listed the revisit team findings and recommendations. After this section, the revisit team findings on the program standards are included.

Findings on Stipulations

Stipulation #1

That the institution provide evidence that all standards less than fully met are appropriately addressed and met within one year of the date of this action.

Institutional Response

The Alliant International University (AIU) Graduate School of Education (GSOE) submitted a plan of action describing the institution's plan to meet all standards less than fully met. The AIU quarterly report describes actions taken by the AIU GSOE to prepare for the Interim visit and meet standards that are not fully met.

Interim Revisit Team Finding

Based upon a review of the Institutional Response to this stipulation prepared by Alliant International University, interviews with unit leadership, program leadership, faculty, staff and LEA partners, the team reviewed evidence addressing the Stipulations and progress toward meeting standards that are not fully met but all standards are not yet met.

Interim Revisit Team Recommendation

The team recommends that the stipulation remains and that during the 2009 full team revisit, the AIU GSOE provides evidence that remaining standards that are *Met with Concerns* are fully met.

Stipulation #2

That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, and local practitioners. The University must demonstrate the potential for assuring continuous program improvement in all credential program areas, including the alternative certification program.

Institutional Response

The institution reports that AIU GSOE has formed a faculty and staff data analysis committee that gathers, analyzes and reviews all student faculty and curriculum data as well as evaluative data from partners. This committee is charged with making recommendations to the curriculum action committee for changes, revisions and updates to the curriculum and course syllabi. These considerations forwarded to program administrators are and will be used to affect future training and professional development activities and programs for program administrator faculty staff and field supervisors.

Interim Revisit Team Finding

Based upon a review of the Institutional Response to this stipulation prepared by Alliant International University, interviews with unit leadership, program leadership, faculty and staff, the team confirms that the unit has made substantial progress towards development and implementation of a system-wide, comprehensive evaluation and assessment system that not only incorporates candidate data from the TPA but also program data through curriculum and instruction assessments and assessment data from school district partners. The AIU GSOE leadership is confident that the current process will continue to provide evaluative data that will drive necessary programmatic changes, including the alternative certification program, over time.

Interim Revisit Team Recommendation

The team recommends that this stipulation be amended to require a review of the continued implementation of a comprehensive assessment system during the 2009 full team re-visit, including the use of data for program improvement.

Stipulation #3

That the institution provide a written plan to the Commission within 30 days which addresses how the institution will address the stipulations. The institution will provide quarterly progress reports thereafter.

Institutional Response

On October 10, 2008, AIU submitted a Quarterly Progress Report to the Commission describing how the institution has instituted changes to address the stipulations and meet all standards less than fully met.

Interim Revisit Team Finding

Based upon a review of the Institutional Response to this stipulation prepared by Alliant International University, interviews with unit leadership, program leadership, faculty and staff, the team confirms that the unit has made progress as described in their plan to address the Stipulations and meet all Standards less than fully met but all standards are not met at this time.

Interim Revisit Team Recommendation

The team recommends that the stipulation be amended to remove the first sentence and require confirmation from Commission staff that remaining quarterly progress reports are received as required.

Stipulation #4

That the institution receive an interim visit by the Commission consultant and team chair within six months of the receipt of the action plan as well as a full team revisit within twelve months of the interim visit. All credential programs, including all alternative certification programs, with attention to the Education Specialist and CTEL programs, are to be re-evaluated as well as the common standards at the time of the re-visit.

Institutional Response

AIU GSCOE scheduled an interim re-visit for November 9-11, 2008 and submitted a progress report that described how AIU plans to meet each of the common standards and program standards that are less than fully met.

Interim Revisit Team Finding

Based upon a review of the Institutional Response to this stipulation prepared by Alliant International University, interviews with unit leadership, program leadership, faculty and

staff, the team confirms that the GSOE has made progress in addressing the stipulations and meeting the standards but that all Stipulations cannot be removed and all Standards are not yet met.

Interim Revisit Team Recommendation

The team recommends that the stipulation be amended to remove the requirement for an interim re-visit since that visit has been completed and that language related to the 2009 full-team revisit and the credential programs remains.

Stipulation #5

That all credential candidates be informed of these findings within sixty days of the COA action. A draft of the letter notifying candidates of the COA action must be submitted to the Commission within thirty days of this action. All applicants are to be informed of the accreditation status until such time it is changed.

Institutional Response

On September 10, 2008, AIU submitted a draft letter to GSOE applicants addressing AIU's accreditation status to the Commission for review. The letter notified applicants of the formal designation of Accreditation with Probationary Stipulations for AIU and advised applicants that the stipulations will be addressed this academic year.

Interim Revisit Team Finding

Based upon a review of the Institutional Response to this stipulation prepared by Alliant International University, interviews with unit leadership, program leadership, faculty and staff, the team confirms that a letter identifying AIU's accreditation recommendation was mailed to all credential candidates and AIU applicants in September 2008.

Interim Revisit Team Recommendation

That the stipulation be amended to remove the first two sentences of the stipulation and require the 2009 full-team to confirm that GSOE applicants continued to receive notification of the AIU accreditation status until the accreditation status is changed.

Stipulation #6

That Alliant International University must complete the initial program review process for their Preliminary Administrative Services preparation program.

Institutional Response

The AIU GSOE reports that at the time of the May 2008 CTC Accreditation visit, AIU's GSOE did not offer an Administrative Services credential program and was teaching out the remaining nine students in the former program on the San Diego campus. Faculty resources included two core faculty members in San Diego, as well as adjunct faculty members for the nine students and sufficient faculty resources. AIU reports that it is pleased to have had their proposal for a revised Administrative Services credential

approved August 6, 2008 by the Commission. Upon the recommendation of the System Director for the Educational Leadership and Management (ELM) program, one new administrative faculty member will be hired by Spring semester 2009 for the San Diego campus. This hire will provide three full time faculty members, as well as adjunct faculty, able to teach in the credential program.

Interim Revisit Team Finding

Based upon a review of the Institutional Response to this stipulation prepared by Alliant International University, interviews with unit leadership, program leadership, faculty and staff, the team confirms that the Preliminary Administrative Program was approved by the Commission on August 6, 2008 and all Administrative Services candidates are currently completing the new program.

Interim Revisit Team Recommendation

That the stipulation be removed.

Stipulation #7

That Alliant International University

a. Must notify all candidates who began coursework in the Preliminary Administrative Services credential program prior to September 1, 2006, by letter, that they must complete the program by August 31, 2008 in order to be recommended by the institution. A list of those candidates and a copy of the letter must be received by the Commission by July 15, 2008.

b. Must notify all candidates who began coursework in the Preliminary Administrative Services credential program after August 31, 2006, by letter, that the program is not currently approved by the Commission on Teacher Credentialing and they may not be recommended for the credential. A list of those candidates and a copy of the letter must be received by the Commission by July 15, 2008.

c. May not admit any new candidates to the Preliminary Administrative Services program until the revised program is approved by the COA.

Institutional Response

Please see Stipulation #6 Institutional Response.

Interim Revisit Team Finding

Evidence related to this stipulation was not reviewed during this interim visit.

Interim Team Finding

The team recommends that the Stipulation be amended, removing a & c. Part b of the stipulation should remain until verification that the letter notifying Administrative Services candidates about the status Administrative Services program has been mailed.

Common Standards

Findings on the Common Standards

During the May 4-7, 2008 accreditation visit, the accreditation team made findings related to four Common Standards that were met with concerns or not met.

Standard 4: Evaluation	Not Met
Standard 2: Resources	Met with Concerns
Standard 7: School Collaboration	Met with Concerns
Standard 8: District Field Supervisors	Met with Concerns

A summary of the findings is below. The institution addressed each of the standards in the following manner:

Standard 2: Resources

Faculty and staff report that there are insufficient resources for some programs. For example, faculty reported that resources to smaller programs such as Educational Administration appeared to be insufficient. In other instances, faculty and staff raised questions regarding how one faculty member can effectively coordinate a program with 44 candidates. Adequacy of office space for adjunct instructors, lack of access to technology or technological assistance, and a lack of awareness of Blackboard and on-line technologies were also cited by staff and faculty as inadequate allocation of resources in some locations. Concern for system-wide consistency in this area exists, not only in regards to location equality, but also for program equality in regards to resource allocation.

Institutional Response

AIU GSOE reports that upon the recommendation of the System Director for Educational Leadership and Management, one new administrative faculty member will be hired by Spring semester 2009, for the San Diego campus. This hire will provide three full time faculty members, as well as adjunct faculty, able to teach in the credential program. The University ratio for faculty to students for master's programs is 1:60, three classes of twenty plus theses committees.

The 44 students mentioned in the accreditation report represent the combined total for the Educational and School Psychology Program-Los Angeles, which includes master's and doctoral programs. At the time of the CTC visit, there were 24 PPS: School Psychology candidates. AIU's PPS: School Psychology program hired one new school psychology credentialed faculty member as Coordinator for the PPS: School Psychology Program in August 2008. With the new faculty member, there will be two faculty members, in addition to adjunct faculty, to serve the PPS: School Psychology students.

Adjunct Faculty Facilities: AIU reports that campus has a designated area for adjunct faculty that includes desk, computer, telephone, and bookcase access. The Graduate School of Education has received the locations for each campus and has provided this information for our adjunct faculty.

Technology Training: AIU has changed its online delivery platform from Blackboard to Moodle. All GSOE faculty members are being trained to use Moodle. In addition, the GSOE will continue to employ an instructional technology support person for all faculty, especially for core and adjunct faculty who teach online. The AIU IT Department will provide a list of faculty who have taken the training across the system. Program Directors will follow-up with the needs of faculty and link our technology resource person with individual needs.

Interim Revisit Team Findings

Based upon a review of the Institutional Response to this stipulation prepared by Alliant International University, interviews with unit leadership, program leadership, faculty and staff, the team confirms that AIU has hired one new PPS faculty member and several new program faculty. AIU has also interviewed and selected an Administrative Services faculty member but were unable to hire that person due to a university hiring freeze. In addition to faculty hired for the PPS and Administrative Services programs, the team found evidence of system wide faculty placement adjustments and that additional faculty has been hired for service in the Multiple and Single Subject programs

The team can confirm that AIU has designated areas for adjunct faculty at all AIU sites.

AIU has also changed their technology delivery system from Blackboard to MOODLE. System wide, faculty, staff, adjuncts and students are in the process of being trained and will continue to receive technology support and training as needed. Online instructors have also received training. All faculty, staff and students have access to technology support during regular workday hours and through the online site E-Learning. Currently, 24/7 support is not available although AIU technology staff said that they are working to establish this level of support. Their aim is to have full technology support, 24/7.

Team Findings

The team recommends that the 2009 full-team gathers evidence to verify continual resource support system wide. This standard is still ***Met with Concerns***.

Standard 4: Evaluation

While the institution gathers considerable data using a variety of assessment instruments, further evidence is needed that these assessments are used to drive program changes. For example, evidence is needed that assessments measure student attainment of specific standards and that these data are used to instruct program changes. Comprehensive data regarding the quality of courses, field experiences, and candidate performance must be used to make substantive improvements in each program system-wide.

Institutional Response

AIU reports that Teacher Education has formed a faculty and staff data analysis committee that gathers analyzes and reviews all student faculty and curriculum data as well as evaluative data from partners. This committee is charged with making

recommendations to the curriculum action committee for changes, revisions and updates to the curriculum and course syllabi. These considerations forwarded to program administrators are and will be used to affect future training and professional development activities and programs for program administrator faculty staff and field supervisors.

Interim Revisit Team Findings

Based upon a review of the Institutional Response to this stipulation prepared by Alliant International University, interviews with unit leadership, program leadership, faculty and staff, the team found that candidate assessment data related to the TPA is gathered, analyzed and has been utilized to inform curriculum adjustments. AIU also evaluates courses, field experiences and candidate performance to inform programmatic changes. While inroads have been made, verification of continual evaluation and program adjustments over time is needed. A large quantity of data is being collected but there is little evidence the application of the findings of the data is currently used to drive system wide programmatic changes.

The team recommends that the 2009 full-team reviews evidence and conduct interviews about continued implantation of a comprehensive program evaluation system, including review of documentation regarding the use of the data for program improvement. The team also recommends that the finding on the standard is changed from “**Not Met**” to “**Met with Concerns**”.

Standard 7: School Collaboration

While evidence, such as MOU’s and email contacts with some districts was provided, no corroboration that collaboration was taking place was found. Consistency of meetings with district/school partners over time is needed to fulfill this standard. Further evidence, such as regular meetings with partners that show collaboration in creating a learning community model, would provide additional documentation that selection of suitable school sites and effective experiences for all candidates is present system-wide and in all programs.

Institutional Response

AIU reports that AIU Teacher Education has reconstructed their system-wide advisory council and school district partners. This advisory council will meet quarterly and review targeted data from the program’s data analysis committee, making recommendations for program improvement. The council is also charged with bringing recommendations from the community and local schools identifying targeted needs in teacher preparation. Additionally, the TED program will reach out to school districts with which AIU has MOU’s meeting regularly with their new teachers support personnel.

Interim Revisit Team Findings

Based upon a review of the Institutional Response to this stipulation prepared by Alliant International University, interviews with unit leadership, program leadership, faculty and staff, the team confirms that AIU has a relationship with several area schools and that

some AIU faculty serve on local school district advisory boards. No additional evidence that AIU consistently meets with district/school partners was presented during the interim visit.

The team recommends that the 2009 full-team revisit review evidence and conduct interviews that confirm that consistent meetings with district/school partners has continued over time and is present system-wide and for all programs. The team needs to verify that appropriate field placements, for all candidates, system wide, continues. This standard is still ***“Met with Concerns”***.

Standard 8: District Field Supervisors

Some intern programs have District Mentors on site while others do not. Evidence from interns and faculty indicated that in some cases, an on-site district/school mentor was not identified or provided. Intern programs require collaboration that includes an on-site mentor for all interns in the subject area of the candidate’s credential.

Institutional Response

AIU reports that each campus has a field supervisor coordinator who is charged with contacting each district to identify each interns districts site support supervisor and works with local districts to facilitate collaboration between the district support supervisor and the university field supervisor/mentor.

Interim Revisit Team Findings

Based upon a review of the Institutional Response to this stipulation prepared by Alliant International University, interviews with unit leadership, program leadership, faculty and staff, the team confirms that AIU GSOE has hired a Mentor Coordinator for the Multiple and Single Subject programs and that efforts are being made to ensure that teacher education candidates have an onsite mentor that is appropriately credentialed. Because the interim re-visit only focused on MS and SS programs, little evidence related to PPS supervisors was collected during the Interim visit.

The team recommends that the 2009 full-team revisit review evidence and conduct interviews that confirm that all candidates, system-wide, have on-site district/school mentor and that all interns are provided mentor support by an identified individual who is qualified to teach in the subject area of the candidate’s credential. This standard is still ***Met with Concerns***.

Approved Credential Programs Multiple Subject and Single Subject Credential Programs

During the May 4-7, 2008 accreditation visit, the accreditation team made findings related to the 19 Program Standards for the Multiple and Single Subject Credential programs. Multiple Subject Standard 7A: Multiple Subject Reading, Writing and Related

Language Instruction in English was “Not Met”. The 18 other program standards were “Met with Concerns”. In the Single Subject program, Standard 7B: Single Subject Reading, Writing and Related Language Instruction in English was “Not Met”. The 18 other program standards were “Met with Concerns”

Interim revisit Findings

The interim revisit was designed to gather information on the progress Alliant University is making toward meeting the stipulations that were placed on the university by the COA in spring 2008. The interim re-visit was not designed to focus on the specific credential programs. But the re-visit team did interview stakeholders regarding the multiple and single subject teacher preparation programs.

At the original site visit, it was very unclear which candidates were participating in the student teaching, internship, or early completion internship delivery models. The documentation that was reviewed at the interim re-visit clarifies the three routes to the preliminary teaching certification; although, in discussions with some stakeholders confusion still exists. It will be important that at the re-visit in fall 2009, the three delivery models are clearly presented including which candidate is completing which program.

Other Approved Credential Programs

Information related to the Administrative Services-Preliminary program, Pupil Personnel Services: School Psychology with Internship program, California Teachers of English Learners (CTEL) program, and the Education Specialist: Mild/Moderate Levels I and II programs were not reviewed at the interim re-visit. All of these programs will be reviewed at the full re-visit in fall 2009.